

**2008 HSC Notes from
the Marking Centre
Ukrainian Continuers**

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Published by Board of Studies NSW
GPO Box 5300
Sydney 2001
Australia

Tel: (02) 9367 8111
Fax: (02) 9367 8484
Internet: www.boardofstudies.nsw.edu.au

2009051

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2008 HSC NOTES FROM THE MARKING CENTRE

UKRAINIAN CONTINUERS

Introduction

This document has been produced for the teachers and candidates of the Stage 6 course in Ukrainian Continuers. It contains comments on candidate responses to the 2008 Higher School Certificate examination, indicating the quality of the responses and highlighting their relative strengths and weaknesses.

This document should be read along with the relevant syllabus, the 2008 Higher School Certificate examination, the marking guidelines and other support documents which have been developed by the Board of Studies to assist in the teaching and learning of Ukrainian Continuers.

Oral Examination

Conversation

The better responses exhibit fluency, accuracy and a depth of treatment across a range of topics, using sophisticated vocabulary and sentence structures.

Discussion

The topics were well chosen, interesting, varied and well researched. Candidates used a variety of texts, such as the Internet, books and first-hand interviews. They demonstrated the ability to rephrase and to use idiom appropriately and in context.

Candidates should use a range of resources, and consider texts such as film and documentaries, journal articles and interviews. Candidates should be using a minimum of three different resources: *'It is expected that at least three different texts will form the basis of the in-depth study, so that the candidate is able to explore their chosen subject in sufficient depth.'* (Ukrainian Continuers syllabus)

Should candidates choose to bring supporting objects to the examination, they are reminded that these should be such items as photographs, pictures, and maps. Notes and cue cards are not permitted and there must be no written information or annotations either in English or in Ukrainian on the objects. Supporting objects serve only as a prompt and in no way contribute to the mark awarded.

Written Examination

Section I – Listening and Responding

Part A

Question 1

Responses demonstrated a very good understanding of the text and the ability to provide all key details except for the fact that the mother was looking for a Christmas present. The adjectival form of Christmas was used in the text which indicated that candidates were not as familiar with this word form as they were with the noun form of Christmas. Candidates generally used their global knowledge, making an assumption that if the son is 18 the gift must be for his birthday.

Question 2

Students are advised to listen to the whole text, recognise the development of the metaphor and synthesise how the purpose is achieved. Students should also revise the use and pronunciation of international names/words in the texts, ie Wimbledon (tennis), Braille.

Question 3

Candidates needed to focus on the key word in the question: relationship. They tended to retell the text rather than identifying what the text revealed about Stefan and his relationship with Marusia.

Section II – Reading and Responding

Part A

Question 7

- (c) The better responses identified how the language and structures convey meaning. Comments such as ‘the poem is written very well’ or ‘this text is about ...’ did not address the question.

This text provided examples of a range of devices, ie repetition, parallelism, humour, punctuation, onomatopoeia, rhetorical questions. The stronger responses focused on the majority of these features and exemplified them with references to the text.

Part B

Question 9

The text type needed to be consistent with electronic media format, eg chat-room.

Better responses demonstrated a good knowledge and understanding of grammatical structures, ie verb conjugations, especially the third person singular for both first and second conjugations. Although there were some inaccuracies in conjugation patterns, a very extensive range of verbs was used in this task, which differentiated subtleties in meanings.

A number of idiomatic expressions were poorly translated from English into Ukrainian. Some inaccuracies in the use of the dative and instrumental cases were also evident.

The best responses demonstrated a freshness of approach and an in-depth understanding of underlying issues.

Section III – Writing in Ukrainian

Question 10

In the best responses, candidates made reference to well-known, historical events and used emotive language to meet the requirements of the task.

Question 11

The audience for this creative writing task was the employer. Some answers were directed towards diary writing of the prospective employees. In the best responses, candidates logically structured the positive and negative aspects of the job and concluded their thoughts for use by the employer. Employment appropriate language use for ‘part-time’, ‘boss’, ‘employment’, ‘experience’ enhanced the answers. Accurate cases, conjugations, and genders are crucial in the better responses. Even if the thoughts were creative, structuring them well can improve the response.

Candidates are reminded of the importance of structuring ideas well, even where the task is a creative one.

Ukrainian Continuers

2008 CCAFL Examination Mapping Grid

Question	Marks	Content	Syllabus outcomes
Oral Examination			
Conversation	15		H1.1, H1.2, H1.3, H1.4
Discussion	10		H1.3, H4.2, H4.3
Section 1: Listening and Responding			
Part A			
1 (a)	2	Personal identity — conversation	H3.1
1 (b)	3	Personal identity — conversation	H3.1
2	4	Education and aspirations — speech	H3.3
3	5	Leisure and lifestyles — conversation	H3.1, H3.3
4	6	Arts and entertainment — interview	H3.1, H3.3
Section 1: Listening and Responding			
Part B			
5	4	Current issues — conversation	H3.3
6	6	Education and aspirations — conversation	H3.1, H3.2
Section 2: Reading and Responding			
Part A			
7 (a)	2	Education and aspirations — poem	H3.2
7 (b)	1	Education and aspirations — poem	H3.1
7 (c)	5	Education and aspirations — poem	H3.1, H3.2, H3.3
8 (a)	3	Current issues — article	H3.3
8 (b)	3	Current issues — article	H3.2, H3.3
8 (c)	6	Current issues — article	H3.1, H3.3
Section 2: Reading and Responding			
Part B			
9	10	Education and aspirations — diary/chat-room conversation	H1.2, H1.3, H2.1, H2.3, H3.1
Section 3: Writing in Ukrainian			
10	15	Historical perspectives — diary	H2.1, H2.2, H2.3
11	15	World of work — report	H2.1, H2.2, H2.3



2008 HSC Ukrainian Continuers Marking Guidelines

The following marking guidelines were developed by the examination committee for the 2008 HSC examination in Ukrainian Continuers, and were used at the marking centre in marking student responses. For each question the marking guidelines are contained in a table showing the criteria associated with each mark or mark range. For some questions, 'Sample Answers' or 'Answers may include' sections are included. These are developed by the examination committee for two purposes. The committee does this:

- (1) as part of the development of the examination paper to ensure the questions will effectively assess students' knowledge and skills, and
- (2) in order to provide some advice to the Supervisor of Marking about the nature and scope of the responses expected of students.

The examination committee develops the marking guidelines concurrently with the examination paper. The 'Sample Answers' or similar advice are not intended to be exemplary or even complete answers or responses. As they are part of the examination committee's 'working document', they may contain typographical errors, omissions, or only some of the possible correct answers.

The information in the marking guidelines is further supplemented as required by the Supervisor of Marking and the senior markers at the marking centre.

A range of different organisations produce booklets of sample answers for HSC examinations, and other notes for students and teachers. The Board of Studies does not attest to the correctness or suitability of the answers, sample responses or explanations provided. Nevertheless, many students and teachers have found such publications to be useful in their preparation for the HSC examinations.

A copy of the Mapping Grid, which maps each question in the examination to course outcomes and content as detailed in the syllabus, is also included.

Section 1: Listening and Responding

Part A

Question 1 (a)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Explains in detail why the customer is having a conversation with the salesperson	2
• Identifies some relevant information	1

Sample answer:

The mother is trying desperately to find a Christmas present for her son who is difficult to shop for.

Question 1 (b)

Outcomes assessed: H3.1

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of why the salesman is successful	3
• Demonstrates a good understanding of why the salesman is successful	2
• Demonstrates some understanding of why the salesman is successful	1

Sample answer:

The salesman is very sympathetic to the woman's plight. He uses humour to lighten up the situation. He offers an excellent suggestion to the woman given that her son is a reluctant reader and guarantees that the book will be ready in time for Christmas.

Question 2

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of the purpose of the text and the ways in which it achieves this purpose	4
• Demonstrates a good understanding of the purpose of the text and the ways in which it achieves this purpose	3
• Identifies the texts' purpose describes at least ONE way in which the texts' purpose is achieved	2
• Identifies some relevant information	1

Sample answer:



The purpose of the text is to prepare students for life after they leave school and to give them some advice. To do this the speaker uses an extended tennis metaphor. He encourages them to behave ethically and responsibly and not to let their actions be determined by others. By using the example of playing tennis he is able to make the point without preaching. He is even able to incorporate some humour 'even if not on centre court' to emphasise the point that success and happiness are not just about money and winning. Given the audience of young people, the speech would be very effective.

Question 3

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of Stefan and his relationship to Marusia	5
• Demonstrates a good understanding of Stefan and his relationship to Marusia	4
• Demonstrates some understanding of Stefan and his relationship to Marusia	2–3
• Identifies some relevant information	1

Sample answer:

Soccer is more important to Stefan than his friendship to Marusia. He is arrogant saying she'll understand because she loves him, and takes her for granted because he is prepared to cancel a date at the last minute so he can attend a match. He is a bit naïve in not understanding the repercussions of his decisions, until he is reminded by his sister. He only changes his mind about taking Marusia very reluctantly, not because of her feelings, but because he might lose her, a valuable possession. He is a bit sneaky in asking her to come even though he hopes she will say no.

Question 4

Outcomes assessed: H3.1, H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive and comprehensive understanding of the way in which the exhibition title relates to the artist, her work and audience	6
• Demonstrates a good and comprehensive understanding of the way in which the exhibition title relates to the artist, her work and audience	4–5
• Links the exhibition title to aspects of the artists work	2–3
• Identifies some relevant information	1

**Sample answer:**

The 'Challenge of the Senses' relates to the artist in that being both blind and from a poor background, it is more than unlikely that she could ever challenge expectations and become an artist. Her work challenges the idea that you need to be able to see colours to paint. She uses her sense of touch and her intelligence to paint. She uses colour meaningfully in her paintings, even though she can't see the colours, and portraits even though she can't see her subjects. Her work challenges perceptions of what it means to see and introduces her audience to her world and makes it accessible to them. Finally, she challenges her audience by producing work that they would consider impossible for a blind person.

**Section 1: Listening and Responding
Part B****Question 5**

Outcomes assessed: H3.3

MARKING GUIDELINES

Criteria	Marks
• Demonstrates a perceptive understanding of what Ania and Bohdan are discussing	4
• Demonstrates a good understanding of what Ania and Bohdan are discussing	3
• Demonstrates some understanding of what Ania and Bohdan are discussing	2
• Identifies some relevant information	1

Sample answer:

On the surface they are discussing Ania's decision to buy a new car. Bohdan thinks this is a poor decision because she should use public transport, but according to Ania this would be impractical. Underneath the surface they are discussing the importance of considering the implication of one's decisions about the environment. In the case of Bohdan this means making himself unpopular. Ania would argue for a sense of balance.

**Question 6***Outcomes assessed: H3.1, H3.2***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a perceptive understanding of the emotions and attitudes of Katia and her father	6
• Demonstrates a good understanding of the emotions and attitudes of Katia and her father	4–5
• Describes some of the changes in emotion and attitudes	2–3
• Identifies some relevant information	1

Sample answer:

At the beginning of the conversation Katia rather off – handedly asks for her father’s car keys. He responds rather tetchily and she then, quite rudely. The father feels he is being taken for granted. She feels that she had made the point clearly that she would need the car, but it is possibly that they don’t ‘hear’ each other very well. The father then changes the conversation to her exams and suggests that she is not studying hard enough. Katia feels that her father doesn’t really trust her and then repeats the word ‘remember’ suggesting that he forgets things. The father gets very angry. Katia then produces her study plan. The father calms down and makes a sort of apology ‘otherwise I wouldn’t let you drive my car so often’. She apologises and the conversation ends good-humouredly.

**Section 2: Reading and Responding
Part A****Question 7 (a)***Outcomes assessed H3.2***MARKING GUIDELINES**

Criteria	Marks
• Describes at least TWO aspects of the poet’s emotional state	2
• Identifies some relevant information	1

Sample answer:

The writer is bored with the repetitive nature of study and is listless or lethargic. Because of its apparent uselessness.

Question 7 (b)*Outcomes assessed: H3.1***MARKING GUIDELINES**

Criteria	Marks
• Identifies that Borys is a dog	1

**Question 7 (c)**

Outcomes assessed: H3.1, H3.2, H3.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Describes the purpose and theme of the poem• Explains the concept of effectiveness• Demonstrates a perceptive understanding of the way in which poetic devices and language are used in the poem	5
<ul style="list-style-type: none">• Identifies aspects of the purpose of theme of the poem• Refers to the concept of effectiveness• Describes the effect of poetic devices (at least ONE example) and language (at least ONE example) used in the poem	4
<ul style="list-style-type: none">• Demonstrates some understanding of the way in which poetic devices and use of language support the effectiveness of the text	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

The poem sets out to describe in a humorous way the trials of a Year 12 student. It describes the boredom, listlessness, frustration and repetitive study, the poet's relationship with his mother and Borys, and his eventual change of heart.

A range of devices are used:

Repetition: The repetitive use of words such as 'thump' and 'study' contributes to the sense of dull boredom.

Parallelism: Words and concepts such as milk, music, titles are used to illustrate the poet's change of attitude.

Links: The threefold repetitive of thump and study links the monotonous, dull thud of the music to his study routine.

Humour: Despite the studied boredom there are flashes of humour indicating the intelligence and wit of the writer which makes the poem very accessible and foreshadows the change of heart. This is especially clear when the poet describes the mother predictable remark which he has already foreshadowed. The two pieces of reported speech give a lonely snapshot of the despairing parent unable to help and advise.

Punctuation: Clever use of question marks to question statements made and in the last stanza flag the change of heart.

**Question 8 (a)***Outcomes assessed: H3.3***MARKING GUIDELINES**

Criteria	Marks
• Identifies all evidence in the text that explains the purpose of the first paragraph	3
• Identifies some evidence in the text that explains the purpose of the first paragraph	2
• Identifies some relevant information	1

Sample answer:

Purpose:

- introduce himself – set the scene for the topic of independence of Young People
- presents the irony that 18 year olds can drink, vote, drive etc but in fact they're really not independent

Question 8 (b)*Outcomes assessed: H3.2, H3.3***MARKING GUIDELINES**

Criteria	Marks
• Demonstrates a good understanding of how the comic effects are achieved in telling of Ivan's story	3
• Demonstrates some understanding of how the comic effects are achieved in telling of Ivan's story	2
• Identifies some relevant information	1

Sample answer:

Comic effects:

- describes his freedom; not having to clean his room or put dirty clothes in laundry basket
- doesn't have to 'sponge' off his parents
- prepare 'dinner' but it all fails

**Question 8 (c)***Outcomes assessed: H3.1, H3.3***MARKING GUIDELINES**

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates a perceptive understanding in explaining the significance of the title the myth of independence• Explains examples of content, tone, imagery and language	6
<ul style="list-style-type: none">• Demonstrates a good understanding in explaining the significance of the title the myth of independence• Explains examples of content, tone, imagery and language	4–5
<ul style="list-style-type: none">• Demonstrates some understanding in explaining the significance of the title the myth of independence• Explains examples of content, tone, imagery and language	2–3
<ul style="list-style-type: none">• Identifies some relevant information	1

Sample answer:

No sample answer provided.



Section 2: Reading and Responding

Part B

Question 9

Outcomes assessed: H1.2, H1.3, H2.1, H2.3, H3.1

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Responds to the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of relevant information, ideas and/or opinions relating to text• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Manipulates language authentically and creatively to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	9–10
<ul style="list-style-type: none">• Responds to most of the information, ideas and/or opinions of the text (includes main points)• Demonstrates depth in the treatment of the task through the development of some relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Manipulates language with some degree of authenticity and creativity to meet the requirements of the task• Organises information and ideas to meet the requirements of the task	7–8
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text (includes points)• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	5–6
<ul style="list-style-type: none">• Responds to some of the information, ideas and/or opinions of the text• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	3–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the text• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–2



Section 3: Writing in Ukrainian

Questions 10 and 11

Outcomes assessed: H2.1, H2.2, H2.3

MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none">• Demonstrates breadth and depth in the treatment of relevant information, ideas and/or opinions• Demonstrates extensive knowledge and understanding of vocabulary and sentence structures• Demonstrates the ability to manipulate language authentically and creatively to meet the requirements of the task• Demonstrates the ability to sequence and structure ideas and information coherently and effectively	13–15
<ul style="list-style-type: none">• Demonstrates breadth and some depth in the treatment of relevant information, ideas and/or opinions• Demonstrates a thorough knowledge and understanding of vocabulary and sentence structures• Demonstrates the ability to manipulate language with some degree of authenticity and creativity to meet the requirements of the task• Demonstrates the ability to sequence and structure ideas and information effectively	10–12
<ul style="list-style-type: none">• Presents information and a range of ideas and/or opinions relevant to the task• Demonstrates a satisfactory knowledge and understanding of vocabulary and sentence structures• Organises information and ideas to meet the requirements of the task	7–9
<ul style="list-style-type: none">• Presents some information, opinions or ideas relevant to the task• Demonstrates a basic knowledge and understanding of vocabulary and sentence structures• Demonstrates limited evidence of the ability to organise information and ideas	4–6
<ul style="list-style-type: none">• Demonstrates a limited understanding of the requirements of the task• Demonstrates an elementary knowledge and understanding of vocabulary and sentence structures with evidence of the influence of English syntax• Uses single words and set formulae to express information	1–3